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Punishment and Reformation. By FREDERICK H. WINES. New edition, revised and enlarged by WINTHROP D. LANE. New York: Thomas Y. Crowell & Co., 1919. Pages xi+481. \$2.50.

The earlier edition of Dr. Wines' book is so well known to all students of penology and criminology that comments are necessary only with reference to new material added by Mr. Lane in the present volume. This is contained in the last five chapters, and deals with the very important developments in the science which have taken place since Dr. Wines revised his own book in 1910. Among these are Dr. Charles Goring's remarkable investigation into the question of a criminal type, the modern theories as to the causation of crime—or of criminals—advanced policies with reference to the treatment of criminals, and the movement for inmate self-government.

It is safe to say that Dr. Goring's studies have given the final death blow to the interesting, but always shaky, theory that criminals were so distinctly a separate type as to constitute a distinct variety of the human species. Not only are their anthropological variations from the normal no greater than those of any other group, but such variations as exist are of all sorts, and thoroughly atypical. We have come to see that the causes of criminals are largely social, and to be attacked by social means.

Mr. Lane's discussion of modern methods of treatment, before confinement, during confinement, and after release, is thoroughly clear and illuminating. Through it all runs the fundamental idea of the necessity of individualizing the criminal. The whole thing looks so plain, reasonable, and convincing that it leaves one wondering why the process of change in a forward direction is so everlastingly slow.

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Capital Punishment in the United States. By RAYMOND T. BYE. Philadelphia: Committee on Philanthropic Labor, 154 N. 15th St., 1919. Pp. 106. Gratis.

Dr. Bye's thesis contains a discussion of the evolution of the death penalty, and of the theories and facts bearing upon the validity of capital punishment. He concludes that capital punishment is inconsistent with scientific theories of criminology. The responsibility for crime is social and not individual, and its treatment should only consist

of individualization, reformation, and prevention, in which revenge should have no place. The percentage of homicides which result in the execution of the offender is so small that the death penalty cannot be considered a deterrent. Moreover, statistics of states which do and do not inflict the death penalty lend no support to the argument that capital punishment is an effective check upon homicide. "Evolution, theory, practice, humanity—all lead to the same conclusion. The death penalty is an outworn vestige—a cruel remnant—of barbarism, which has no place in a modern enlightened community."

As a substitute for the death penalty Dr. Bye recommends the indeterminate sentence with a minimum of sufficient length to make the effect impressive upon the public.

The thesis is well fortified by statistical and other data, and is altogether a thorough and able presentation.

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The Intelligence of School Children. How children differ in ability; the use of mental tests in school grading and the proper education of exceptional children. By LEWIS M. TERMAN. Houghton Mifflin Co., Boston, 1919. Pp. xxii+317. \$1.75.

This book is one of the series of "Riverside Textbooks in Education," edited by E. P. Cubberley, and in many respects may be considered a companion volume to the author's *The Measurement of Intelligence*, published in the same series in 1916. The first book is essentially a guide for the use of the Stanford Revision of the Binet-Simon Scale, while the present volume indicates how the test results may be used in the everyday routine of the school. The author tells us that the book has been written for the grade teacher in simple, untechnical language with the practical aim of "showing how the results of mental tests may be put to everyday use in the grade classification and in the educational guidance of school children"; and the author has succeeded admirably in achieving this aim.

The first principal topic is the existence of individual differences in general intelligence in school children. Typical grades are chosen, e.g., the kindergarten, the first and fifth grades, and the first year of high school, and the actual test results are tabulated. The importance of this kind of an analysis, particularly in the first grade, is emphasized because the future progress of the child through the grades depends to a large extent upon getting the right kind of start at the beginning. We